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ABSTRACT

A project was conducted in Wisconsin to identify the competencies needed by youth apprenticeship program coordinators. The descriptive research study used a two-stage survey process to identify the competencies and determine their importance. In the first round of the survey process, all youth apprenticeship coordinators in the state were asked to identify the competencies they had to develop in order to design, implement, and maintain the youth apprenticeship program, and a similar survey was distributed to teachers who taught youth apprentices. Input from the first round was used to develop a rating scale for the second part of the process. Responses from the coordinators were used to identify competencies that were used in the survey instruments sent to coordinators in the second round, with the same process being used to develop a second round survey for the teachers. The study found that the following competencies were regarded as the most important by the coordinators: (1) recruit employers; (2) promote program to students; (3) promote program to teachers, counselors, and administrators; (4) promote program to parents; (5) time management; and (6) apply child labor laws. (Nineteen tables and the survey forms are included in the report.) (Author/KC)

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Competencies Needed by Youth Apprenticeship Program Coordinators

A Project Funded by

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Center for Vocational, Technical and Adult Education

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Abstract

The purpose of this project was to identify the competencies needed by youth apprenticeship program coordinators. A secondary goal was to obtain input on the unique competencies needed by teachers who work with students enrolled in a youth apprenticeship program.

By 1997 a number of school districts across the State of Wisconsin had initiated a variety of youth apprenticeship programs. This study was designed to obtain input from the coordinators and teachers who worked with these youth apprenticeship programs. Coordinators provided input on the competencies needed to initiate, develop, implement and maintain a youth apprenticeship program. Teachers provided input on the types of competencies they had to develop in order to work effectively with students who were involved in a youth apprenticeship program.

This was a descriptive research study. A two-stage survey process was used to identify the competencies and determine their importance. In the first round of the survey process, youth apprenticeship coordinators were asked to identify the competencies they had to develop in order to design, implement and maintain the youth apprenticeship program. Coordinators were asked to write these competencies on the survey form and return it to the researcher. In addition, they were asked to distribute a similar survey to teachers in their school district, technical college and/or other organization who instructed youth apprentices.

The input from the first round was used to develop a rating scale for the second part of the survey process. Responses from the coordinators were used to identify competencies and these were placed in the survey instrument sent to them in the second round of the research process. The same process was used to develop a second round survey for the teachers.

A roster of youth apprenticeship program coordinators was provided by the Wisconsin Department of Public Instruction. All of the people on this roster were contacted for input during both rounds of the survey. A high response rate was received from the coordinators on both rounds of the survey. The number of teachers responding was smaller. This was anticipated based on the survey process used.

The following competencies were identified as the most important by the coordinators.

- Recruit employers.
- Promote program to students.
- Promote program to teachers, counselors and administrators.
- Promote program to parents.
- Time management.
- Apply child labor laws.

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Competencies Needed by the Coordinators of Youth Apprenticeship Programs

Introduction

During the past five years Wisconsin has initiated a number of projects and programs to facilitate high school students' transition from school-to-work and/or school-to-college. These programs have included opportunities for students to become more aware of the opportunities and requirements of technical careers. In addition, some of the programs provide preparation for technical jobs.

Youth apprenticeship is one of the programs initiated to facilitate this transition. Youth apprenticeships were started about four years ago in Wisconsin. The program has grown rapidly and it appears that it will continue to grow.

Some inservice and orientation workshops for the educators who work with the youth apprenticeship program have been conducted. However, the continued expansion of these programs and the prospect that they will involve most, if not all, of the school districts in Wisconsin suggest that teacher education programs need to be aware of the special competencies required to develop, manage, and evaluate these programs. This study is designed to obtain this input from people who have had experience in implementing and operating youth apprenticeship programs.

Research Problem

The problem of this study was to determine the competencies educators need to develop in order to establish and operate youth apprenticeship programs in Wisconsin high schools.

Research Objectives

This project was designed to attain the following objectives:

1. Identify the competencies needed to work with companies to develop youth apprenticeship sites.

2. Identify the competencies needed to gain approval from the school district to offer a youth apprenticeship program.

3. Determine the skills needed to recruit and select students for youth apprenticeships.

4. Determine the skills needed to coordinate classroom learning activities with on-the-job work experiences.

5. Ascertain the leadership and management skills youth apprenticeship coordinators need.

6. Determine what additional competencies are needed to evaluate student performance in the youth apprenticeship program.

Need for the Research

Youth apprenticeship programs place some unique demands on teachers and school administrators. Youth apprenticeship sites must be established in local companies and teachers have to coordinate school-based learning with the work-based learning experiences of these students

Teacher educator programs in Wisconsin have not had experience preparing teachers and administrators to work with youth apprenticeship programs. Thus, there is a need to determine what competencies are required to implement and conduct a youth apprenticeship program. Given the relatively new development of the youth apprenticeship program in Wisconsin this was an ideal time to survey the educators who were responsible for initiating and administering these programs. In addition, the teachers involved could provide valuable information on their experiences with youth apprentices.

Research Methods

This section describes the methods to be used in the study, the groups to be surveyed, research schedule and the analysis procedures.

Research Design

This study was designed to use the collective experiences of individuals who had developed and coordinated youth apprenticeships in Wisconsin and teachers who had

worked with youth apprentices to identify the new competencies that are needed by professionals who work in these roles. Since Wisconsin has been expanding its youth apprenticeship programs during the past three years there was both a need for more information on these competencies and a ready source of information.

This study used a descriptive research design. Coordinators and teachers in Wisconsin who had experience with the youth apprenticeship program and with youth apprentices were surveyed to identify the new skills and competencies they needed to develop in order to work effectively with this program. Because this was a new program, and there was little information available on these competency sets, a two-stage research design was used. In the first stage, the youth apprenticeship coordinators and a sample of teachers were asked to respond to a few open-ended questions concerning the types of competencies they had to develop. These questions were framed to include competencies they had already developed and those they were planning to develop in the near future. (See Appendix A for a copy of the first survey.) This information was used to construct a more formal rating scale. This rating scale was returned to everyone contacted in the first round. The second round provided more quantifiable data that could be used to establish the importance of various competencies and to identify priorities for developing them. (See Appendix B for the second round survey.)

Populations and Samples

The two groups that could provide relevant data in relation to the problem of this study were the youth apprentice coordinators and the teachers who work with youth apprentices. This study focuses on the experiences of Wisconsin educators and youth apprentices; therefore, only coordinators and teachers from Wisconsin were involved in this study.

All of the youth apprenticeship coordinators were surveyed. The Wisconsin Department of Public Instruction provided the names and addresses of the coordinators. A sample of teachers was selected. Each coordinator was asked to distribute forms to a sample of teachers who worked with youth apprentices. The form was designed so that teachers at the secondary and postsecondary levels could respond to it.

The final response to the coordinators' survey was 82 percent. This was achieved with one follow-up contact with nonrespondents. An analysis of response patterns for the respondents to the first and follow-up surveys revealed no significant differences.

Survey Instruments

Two different types of survey instruments were used in the two rounds of the study. In the first round, coordinators and teachers were asked to respond to a few open-ended items. These items were designed to identify the types of competencies they had to develop, or will be developing, in order to work effectively with youth apprenticeship programs. (See Appendix A.) The data collected on these surveys was used to develop a rating scale for round two. (See Appendix B.)

The data collected during round one was placed on 3x5 cards in preparation for doing a Q-sort type of analysis. The data from round one was in the form of short comments or statements about competencies. Each statement, or idea, was placed on a separate 3x5 card. After the clerical staff had completed this process, the researcher sorted these into separate stacks or categories that represented unique competencies. A statement was written for each competency area and entered into the rating scale for round two. The participants in the round two survey were asked to identify the importance of each competency listed and also to indicate their current level of competency.

With the application of the two-stage survey process, there is little likelihood that any essential competencies were missed. However, the second survey also had space so that the respondents could list any additional competencies that come to mind.

The researcher has used this process in a number of previous studies and found it to work very effectively. It helps to assure a content valid survey.

Data Analyses

The first survey was used to identify the competencies needed to work with youth apprentices and youth apprenticeship programs. The frequency with which specific competencies were mentioned by the respondents was noted during the first round. This information was contrasted with the results from the second round.

The second round survey was a rating scale with two, five point scales. One scale asked the respondents to identify the importance of each competency and the second asked them to identify their current level of proficiency on each competency. The responses on these scales were processed with a survey analysis program at the Center for Vocational, Technical and Adult Education at UW-Stout. This program gives statistical measures for the variability of the ratings and the typical values assigned. This information was used to identify the most important competencies and those which the educators currently involved with the program need to develop further. The average rating assigned to the importance scale for each of the competencies was used to determine the priority list. The competency with the highest average importance rating is listed as the most important competency. In addition, the response patterns for the competency items were reviewed to identify all competencies that received a majority of ratings that indicate the competency was needed by those working with youth apprentices.

The data analyses for the responses on the current level scale were reviewed to determine those areas in which coordinators and teachers need the most extensive developmental work. This information will be used to identify competency areas that need to be addressed in inservice and staff development programs. For example, a competency that was identified as being very important and one in which the respondents indicated that they need more developmental work is identified as a priority area for staff development or inservice activities.

This information will be useful to teacher education programs. These programs can check competency lists against the competencies developed in their teacher education programs. They can also review the current level data to determine where current teachers and coordinators need to develop new, or expand current competencies. This information should be very useful in helping teacher educators adjust their curriculums to better address the needs of the professionals who work with youth apprenticeship programs.

Results

The results of this study are reported by objective. Responses from the youth apprenticeship program coordinators will be presented first. A summary of the teachers' responses will be presented in the second part of the results section. The first set of tables for each group will be concerned with the types of competencies needed. The current level of competencies reported by each group will be identified in the second set of tables.

Each table in this section includes a list of competencies identified during the first survey. In addition, the average response and the variability of that response are given in the mean and standard deviation columns respectively. These values are based on a five point scale in which one is "not important" and five is "very important." The scale is given at the bottom of each of the tables. In addition, each table contains a column on the right-hand side that identifies the percentage of respondents who selected the "important" and "very important" responses. The mean and percentage columns reflect the importance placed on each competency by the respondents. The variability, or standard deviation column, indicates how similar the responses were. The smaller this number the more similar the responses. If everyone responded the same way, the value of the standard deviation column would be 0.

Youth Apprenticeship Coordinators

1. Competencies needed to work with companies to develop youth apprenticeship sites.

   The competencies listed in Table 1 were identified during the first survey of the coordinators and teachers. The competency, "learn the technical terms used in my youth apprent ceship areas," was primarily emphasized by the teachers. With the exception of this one, all of the competencies had ratings of 4.5 or higher on the five point scale used.

   The three most important competencies identified in this area by the youth apprenticeship coordinators were:

   - Recruit employers to participate in the youth apprenticeship program.
   - Balance what the state expects with what the work site can provide.
   - Take initiative in contacting and asking business and industry to participate.

Table 1
Importance of Competencies for Working With B/I Used to Administer Youth Apprenticeship Programs

COMPETENCIES FOR WORKING WITH B/I	Results-Importance MEAN	STD. DEV.	%I&VI
The Ability To:			
(8.) Sell or recruit employers to participate in a youth apprenticeship program.....	4.9@	.4@	99#
(13.) Balance what the state expects with what the worksite can provide.....	4.6	.6	94
(9.) Take initiative in contacting and asking businesses to participate (make cold calls).....	4.6	.7	93
(14.) Train/develop job site mentors.....	4.5	.6	92
(12.) Understand how business operates.....	4.5	.7	94
(10.) Understand the terms and language used in business and industry.....	4.4	.8	91
(11.) Learn the technical terms used in my youth apprenticeship areas.....	4.1	.9	78

N=53

@ Means and standard deviations are based on the following response scale:

Importance

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

This column presents the percent of respondents that selected the "Important" and "Very Important" responses.

Ninety-nine percent of the coordinators responded that recruiting employers was "important" or "very important."

Coordinators were consistent in identifying the business/industry competencies as being "important" or "very important." The average responses for all of the competencies fall in the "important" to "very important" range.

2. Competencies needed to gain approval for the youth apprenticeship program from the school district.

Three of the program development and management competencies had average responses in the "very important" range. These were:

- Apply child labor laws.
- Evaluate the effectiveness of the program.
- Complete the Wisconsin Youth Apprenticeship Program Application process.

At least 86 percent of the respondents indicated that these competencies were "important" or "very important."

Networking with business and industry, other school districts and technical college faculty was also judged to be "important" to "very important." Eighty-five percent or more of coordinators responding indicated that these competencies were "important" or "very important." A summary of the responses is presented in Table 2.

Youth apprenticeship coordinators also thought that it was very important to be able to promote the program to teachers, counselors and administrators in their school district. (See Table 3) Developing a vocational curriculum, interpreting labor market statistics, and revising current program received the lowest importance ratings. However, approximately two-thirds of the coordinators thought that these competencies were important.

All of the program development and management competencies received average ratings that were in the middle of the "important" range or higher.

Table 2
Importance of Program Development and Management Competencies Used to Administer Youth Apprenticeship Programs

PROGRAM DEVELOPMENT COMPETENCIES	Results-Importance MEAN	STD. DEV.	%I&VI
The Ability To:			
(2.) Apply child labor laws. (Knowledge of child labor laws).....	4.7@	.6@	97#
(24.) Evaluate the effectiveness of the program.....	4.6	.6	92
(1.) Complete the Wisconsin Youth Apprenticeship program application process.....	4.5	.7	86
(19.) Network with other school districts, businesses, and organizations.....	4.4	.7	87
(20.) Work with technical college faculty and staff to deliver coursework, articulate credits, etc....	4.4	.8	85
(3.) Apply youth apprenticeship program guidelines and goals to our program.....	4.4	.8	84
(23.) Involve an advisory committee in making curriculum and program decisions.....	4.3	.8	87
(4.) Revise our current program to meet youth apprenticeship requirements.....	4.0	1.2	68
(21.) Interpret local labor market statistics to determine employer needs.....	3.9	.9	67
(22.) Develop a vocational curriculum.....	3.9	1.2	65

N=53

@ Means and standard deviations are based on the following response scale:
Importance

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

This column presents the percent of respondents that selected the "Important" and "Very Important" responses.

Table 3
Importance of Program Promotion Competencies Used to Administer Youth Apprenticeship Programs

PROMOTIONAL COMPETENCIES	Results-Importance		
	MEAN	STD. DEV.	%I&VI
The Ability To:			
(5.) Promote the program to students.....	4.8@	.6@	94#
(6.) Promote the program to our teachers, counselors and administrators.....	4.8	.6	94
(7.) Promote the program to parents.....	4.7	.6	92

N=53

@ Means and standard deviations are based on the following response scale:

Importance

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

This column presents the percent of respondents that selected the "Important" and "Very Important" responses.

3. Skills needed to recruit and select students for youth apprenticeships.

When asked during the initial survey to identify the competencies needed to recruit and select students for youth apprenticeship programs the coordinators and teachers identified three competencies. These are listed in Table 3. Promoting the program to students, teachers, counselors, and parents all received ratings in the "very important" range. Promoting the youth apprenticeship program to administrators could probably be viewed as a competency used to gain approval for the program. There was a high level of agreement in the responses to these competencies. More than 90 percent of the coordinators thought that they were "important" or "very important."

4. Leadership and management skills needed by youth apprenticeship coordinators.

Youth apprenticeship coordinators identified five leadership and management competencies. These are listed in Table 4. The most important of these competencies were time management, organizational skills, and working with people who have different interests and goals. More than 90 percent of the coordinators indicated that these were "important" or "very important" competencies. Budgeting and facilitating meetings were also given "important" to "very important" ratings. One respondent added "planning" to the list and another suggested "flexibility."

Summary

A review of the total set of competencies evaluated by the coordinators identified that the following were most important.

- Recruit employers (4.9).
- Promote program to students (4.8).
- Promote program to teachers, counselors, and administrators (4.8).
- Promote program to parents (4.7).
- Time management (4.7).
- Apply child labor laws (4.7).

The value in parentheses after each statement indicates the average response the competency received from the youth apprenticeship coordinators. All of the means are in the "very important" range.

Table 4
Importance of Leadership and Management Competencies Used to Administer Youth Apprenticeship Programs

LEADERSHIP MANAGEMENT COMPETENCIES	Results-Importance MEAN	STD. DEV.	%I&VI
The Ability To:			
(15.) Manage my time effectively.....	4.7@	.6@	94#
(16.) Effectively organize activities (apply organizational skills).....	4.5	.5	97
(25.) Work with people who have different interests and goals.....	4.5	.7	91
(17.) Lead or facilitate a group (meeting).....	4.4	.7	89
(18.) Budget financial resources.....	4.3	.9	77

N=53

@ Means and standard deviations are based on the following response scale:

Importance

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

This column presents the percent of respondents that selected the "Important" and "Very Important" responses.

The most important competencies, as viewed by the youth apprenticeship coordinators, were concerned with promoting the program to employers, students, parents, teachers, counselors, and administrators. Interpreting child labor laws and time management were the next most important competencies.

The competencies identified in Tables 1-4 identify what the youth apprenticeship program coordinator needs to be able to do. Since only three comments were listed after "other" in the survey, this list can be accepted as valid. Programs designed to prepare people to function as coordinators should be designed to develop these competencies.

Coordinators' current level of competency

Tables 5, 6, 7 and 8 present a summary of the youth apprenticeship coordinators' perceptions of their level of competency in each of the competency areas when they completed the survey. The survey was completed at the end of the 1996-97 school year. A few follow-up responses were received during September and October, 1997. Therefore; the coordinators had one year of experiences, or more, as a youth apprenticeship program coordinator.

The information in these tables identifies areas in which professional development experiences are needed by the youth apprenticeship coordinators. A review of the printouts revealed that none of the competency areas achieved a 100 percent "good" and "excellent" response.

All of the competencies received some "low" and "needs improvement" responses. The percentage of these responses is shown in the tables. Also, the percentage of "adequate" responses is shown. These percentages most directly reflect competency areas that need improvement.

The competency areas in which youth apprenticeship coordinators reported the lowest level of competency are given below. These areas were identified based on two criteria: (1) a mean below 3.5; and, (2) any item for which the percentage of "low," "needs improvement," and "adequate" responses are more than 25 percent. These are competency areas in which a significant proportion of the respondents have indicated that they do not have "good" or "excellent" skills. Numbers in the brackets are the survey item number. The percentage of "low," "needs improvement," and "adequate" responses is given in the parentheses.

- Interpret local labor market statistics to determine employer needs {21} (55 percent).
- Learn the technical terms used in my youth apprenticeship areas {11} (48 percent).
- Develop a vocational curriculum {22} (34 percent).
- Understand the terms and language used in business and industry {10} (40 percent).
- Revise current program to meet youth apprenticeship requirements {4} (33 percent).
- Promote the program to parents {7} (36 percent).
- Train/develop job site mentors {14} (38 percent).
- Take initiative in contacting and asking business to participate {9} (27 percent).

One-half of these competencies are concerned with working with business and industry. Three of these competency areas are concerned with program development. Youth apprenticeship coordinators also indicated a need to improve their skill in promoting the program to parents.

Another comparison was made to determine areas where current youth apprenticeship coordinators could benefit from workshops and other professional development activities. A contrast between the level of importance placed on each competency and the youth apprenticeship coordinators' current level of competency in the area was made. A competency that is very important, has a mean above 4.5, and on which the current level of competency reported is noticeably lower would be a need area. Table 9 presents the results for the program development competencies and Table 10 gives the program implementation competencies.

Twelve of the competencies have discrepancies between the importance level and current level of .6 or larger. The three competency areas with the largest discrepancy had differences of 1.0 or more. These competencies are:

- Promote the program to our teachers, counselors and administrators {6} (1.1).
- Promote the program to parents {7} (1.0).
- Recruit employers to participate in the youth apprenticeship program {8} (1.0).

These competencies had a high importance rating and a current competency rating in the low end of the good range.

Table 5
Current Level of Competencies for Working With Business and Industry Held by Wisconsin Youth Apprenticeship Coordinators

COMPETENCIES FOR WORKING WITH B/I	Current Level MEAN	STD. DEV.	%I&VI
The Ability To:			
8. Sell or recruit employers to participate in a youth apprenticeship program.....	3.9@	.9@	72#
9. Take initiative in contacting and asking businesses to participate (make cold calls).....	3.9	.9	63
10. Understand the terms and language used in business and industry.....	3.8	1.0	60
11. Learn the technical terms used in my youth apprenticeship areas.....	3.7	.9	53
12. Understand how business operates.....	4.0	.9	74
13. Balance what the state expects with what the worksite can provide.....	3.9	.8	68
14. Train/develop job site mentors.....	3.6	1.0	62

N=53

@ Means and standard deviations are based on the following response scale:

Current Level

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

This column presents the percent of respondents that selected the "Good" and "Excellent" responses.

Table 6
Program Development and Management Competencies Held by Wisconsin Youth Apprenticeship Coordinators

PROGRAM DEVELOPMENT COMPETENCIES	Current Level MEAN	STD. DEV.	%L+NI	A
The Ability To:				
1. Complete the Wisconsin Youth Apprenticeship program application process.....	4.1@	.9@	6#	11*
2. Apply child labor laws. (Knowledge of child labor laws).....	3.9	.8	4	30
3. Apply youth apprenticeship program guidelines and goals to our program.....	4.1	.8	4	13
4. Revise our current program to meet youth apprenticeship requirements.....	3.8	1.0	8	25
19. Network with other school districts, businesses, and organizations.....	4.1	.8	4	15
20. Work with technical college faculty and staff to deliver coursework, articulate credits, etc....	3.7	1.0	15	13
21. Interpret local labor market statistics to determine employer needs.....	3.4	.9	19	36
22. Develop a vocational curriculum.....	3.4	1.3	19	15
23. Involve an advisory committee in making curriculum and program decisions.....	4.0	.9	11	9
24. Evaluate the effectiveness of the program.....	3.9	.9	8	23

N=53

@ Means and standard deviations are based on the following response scale:

Current Level

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

#Percentage of respondents selecting the "Low" plus the "Needs Improvement" responses.

*Percentage of "Adequate" responses.

Table 7
Current Level of Promotional Competencies Held by Wisconsin Youth Apprenticeship Coordinators

PROMOTIONAL COMPETENCIES	Current Level			
	MEAN	STD. DEV.	%L+NI	A
The Ability To:				
5. Promote the program to students.....	4.0@	.8@	8#	13*
6. Promote the program to our teachers, counselors and administrators.....	3.7	.8	9	25
7. Promote the program to parents.....	3.7	1.0	13	23

N=53

@ Means and standard deviations are based on the following response scale:

Current Level

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

#Percentage of respondents selecting the "Low" plus the "Needs Improvement" responses.

*Percentage of "Adequate" responses.

Table 8
Current Level of Leadership and Management Competencies Held by Wisconsin Youth Apprenticeship Coordinators

LEADERSHIP MANAGEMENT COMPETENCIES	Current Level MEAN	STD. DEV.	%L+NI	A
The Ability To:				
15. Manage my time effectively.....	3.8@	.9@	6#	28*
16. Effectively organize activities (apply organizational skills).....	4.1	.7	0	17
17. Lead or facilitate a group (meeting).....	4.1	.7	2	9
18. Budget financial resources.....	4.1	.8	4	15
25. Work with people who have different interests and goals.....	4.1	.7	2	13

N=53

@ Means and standard deviations are based on the following response scale:

Current Level

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

#Percentage of respondents selecting the "Low" plus the "Needs Improvement" responses.

*Percentage of "Adequate" responses.

Table 9
Discrepancy Comparisons for Program Development Competencies Needed to Manage Youth Apprenticeship Programs

COMPETENCY	Results: Importance MEAN	SD	Your Current Level of Skill MEAN	SD	Discrep. Imp-CL
The Ability To:					
1. Complete the WI Youth Apprenticeship program application process.....	4.5#	.7#	4.1@	.9@	.4*
2. Apply child labor laws. (knowledge of child labor laws).....	4.7	.6	3.9	.8	.8
3. Apply youth apprenticeship program guidelines and goals to our program..	4.4	.8	4.1	.8	.3
4. Revise our current program to meet youth apprenticeship requirements....	4.0	1.2	3.8	1.0	.2
5. Promote the program to students.....	4.8	.6	4.0	.8	.8
6. Promote the program to our teachers, counselors and administrators.....	4.8	.6	3.7	.9	1.1
7. Promote the program to parents.....	4.7	.6	3.7	1.0	1.0
8. Sell or recruit employers to participate in a youth apprenticeship program....	4.9	.4	3.9	.9	1.0
9. Take initiative in contacting and asking businesses to participate (make cold calls).....	4.6	.7	4.0	.9	.6
10. Understand the terms and language used in business and industry.....	4.4	.8	3.8	1.0	.6
11. Learn the technical terms used in my youth apprenticeship areas.....	4.1	.9	3.7	.9	.4
TOTAL N=53					

#Importance Scale: 1=Not Important, 5=Very Important
@Current Level of Competency: 1=Low, 5=Excellent
*Discrepancy=Importance Minus Current Level (CL)

Table 10
Discrepancy Comparisons for Program Implementation Competencies Needed to Manage Youth Apprenticeship Programs

COMPETENCY	Results: Importance MEAN	Importance SD	Your Current Level of Skill MEAN	Your Current Level of Skill SD	Discrep. Imp-CL
The Ability To:					
12. Understand how business operates..	4.5#	.7#	4.0@	.9@	.5*
13. Balance what the state expects with what the worksite can provide.....	4.6	.6	3.9	.9	.7
14. Train/develop job site mentors.....	4.5	.6	3.6	1.0	.9
15. Manage my time effectively.....	4.7	.6	3.8	.9	.9
16. Effectively organize activities (apply organizational skills).....	4.5	.5	4.1	.7	.4
17. Lead or facilitate a group (meeting).	4.4	.7	4.1	.7	.3
18. Budget financial resources.....	4.3	.9	4.1	.8	.2
19. Network with other school districts, businesses and organizations.....	4.4	.7	4.1	.8	.3
20. Work with technical college faculty and staff to deliver coursework, articulate credits, etc.....	4.4	.8	3.7	1.0	.7
21. Interpret local labor market statistics to determine employer needs.....	3.9	.9	3.4	.9	.5
22. Develop a vocational curriculum....	3.9	1.2	3.4	1.3	.5
23. Involve an adv. committee in making curriculum and program decisions....	4.3	.8	4.0	1.0	.3
24. Evaluate the effectiveness of the program.....	4.6	.6	3.9	.9	.7
25. Work with people who have different interests and goals.....	4.5	.7	4.1	.7	.4
TOTAL N=53					

#Importance Scale: 1=Not Important, 5=Very Important
@Current Level of Competency: 1=Low, 5=Excellent
*Discrepancy=Importance Minus Current Level (CL)

The other nine areas with a .6 to .9 discrepancy value are:

- Train/develop job site mentors {14} (.9).
- Manage time effectively {15} (.9).
- Promote the program to students {5} (.8).
- Apply child labor laws {2} (.8).
- Balance state expectations with work site capability {13} (.7).
- Evaluate the effectiveness of the program {24} (.7).
- Work with technical college faculty and staff to deliver coursework, articulate credits, etc. {20} (.7).
- Take initiative in recruiting employers-make cold calls {9} (.6).
- Understand the terms and language used in business and industry {10} (.6).

The new competencies to be identified through this process are concerned with:

- Promoting the program to students, teachers, counselors and administrators {5&6}.
- Applying child labor laws and balancing state expectations with job site capabilities {2&13}.
- Program evaluation {24}.
- Work with technical college faculty and staff to deliver coursework and articulate credits, etc. {20}.

In summary, the areas in which there is the greatest need for professional development experiences for youth apprenticeship coordinators are:

- Convincing employers to participate.
- Promoting the programs to students, parents and educators.
- Youth apprenticeship program design and evaluation.
- Understanding how business and industry operate and their terminology.

Table 11
Employers of Youth Apprenticeship Program Managers

Employer	N	%
Business/Industry	5	9
CESA	4	8
Chamber of Commerce	7	13
School District	32	60
Technical College	3	6
Other (PIC, Consortium of Schools, State)	4	8
OMITS	1	2
TOTALS	56	104#

N=53

#This totals more than 100 percent because of multiple responses.

Table 12
Job or Work Experience in Education of Youth Apprenticeship Program Managers

Job or Work Experience in Education	N	%
Administration	8	15
Counselor	4	8
Local Vocational Education Coordinator (LVEC and/or STW Coordinator)	20	38
Teacher (Academic Area)	7	13
Teacher (Vocational Area)	25	47
Other	9	17
OMITS	4	8
TOTALS	77	138#

N=53

#This totals more than 100 percent because of multiple responses.

Table 13
Years of Experience in Education of Youth Apprenticeship Program Managers

Years of Education Experience	N	%
Less Than 1 Year	2	4
1-2 Years	7	13
3-5 Years	4	8
6-10 Years	6	11
11-20 Years	13	25
21 or More Years	19	36
OMITS	2	4
TOTALS	53	101#

N=53

#This totals more than 100 percent because of multiple responses.

Demographics

Background information on the youth apprenticeship coordinators who responded to the survey is given in Tables 11, 12, and 13. A majority of the respondents were employed by school districts. (See Table 11) The next most frequent employer was Chamber of Commerce. Also, some reported that they were employed by business, a CESA, or a technical college.

The most common experiences in an educational setting reported by the coordinators were teaching in a vocational area (47 percent), and serving as a local vocational education coordinator (38 percent). (See Table 12)

The median years of work experience in education reported by the youth apprenticeship coordinators was approximately 15. Almost four out of ten of the respondents reported that they had 21 or more years of experience in education. (See Table 13) At the other end of the continuum, 17 percent reported that they had two years or less of experience in education. Overall, the youth apprenticeship coordinators responding to this survey reported extensive experience in education.

Teachers

When youth apprenticeship coordinators were contacted to identify the competencies they needed to develop to manage youth apprenticeship programs, they also received four copies of the survey for teachers. (See Appendix A) They were asked to distribute these to teachers who instructed students in the youth apprenticeship program. Each of these surveys was accompanied with a business reply envelope so the teachers comments were anonymous. The teachers input on the first survey was used to develop a list of competencies and rating scale for the second survey. Four copies of the teacher form were sent with each coordinator survey during the second round of the survey process. See Appendix C for a copy of the survey. Coordinators were asked to give these surveys to the teachers who worked with youth apprentices. The results from these survey are presented in the next section.

Only one additional comment was made on this survey. One teacher suggested that communication with high school counselors should be added to the list of competencies. Given the small number of "other" comments, the list of competencies identified for teachers appears to be content valid.

6. Competencies teachers need in order to instruct and evaluate youth apprentices.

The lowest average rating for any competency in Tables 14, 15 and 16 is 4.0. This is in the middle of the "important" range. Two competencies, "lead a group" (20), and "train job site mentors" (12), received a 4.0 average rating. All of the other average ratings were higher than this. It is apparent that teachers perceived that these competencies were important.

Eight competencies had average ratings of 4.5 and above. The teachers responding indicated that these competencies were "very important." In addition to the high ratings, there was a high level of consistency in their responses. Standard deviations were relatively small. The seven highest rated competencies are given below. The number in the bracket indicates the item number in the survey and the number in parentheses indicates the average rating.

- Understand the goals and requirements of the youth apprenticeship program {1} (4.7).
- Work effectively with employers {3} (4.7).
- Understand how business operates {2} (4.5).
- Develop a knowledge of how my subject matter area relates to the competencies needed by workers in our community {4} (4.5).
- Relate my classroom activities, text readings and assignments to the youth apprentice jobs {8} (4.5).
- Communicate with job-site mentors {11} (4.5).
- Manage my time effectively {16} (4.5).
- Effectively organize activities {19} (4.5).

One of the highest rated competencies is concerned with understanding the goals and requirements of the youth apprenticeship program. This competency consistently received high importance ratings. In the written comments on the first survey, this was identified by a large number of the respondents.

Five of the eight most important competencies identified are concerned with the teachers interaction with the companies involved in the youth apprenticeship program. "Work effectively with employers" was one of the two competencies to receive an average rating

of 4.7. The teachers written comments on the first survey indicated that this was an important competency. They also noted that they were pleased with the receptiveness of the people they worked with in business and industry. Teachers responding also mentioned that it was important for them to understand how business operates and to relate their classroom activities to what their youth apprentices were doing. Several commented that their students raised some interesting questions and problems related to their youth apprenticeship assignments. Several of the teachers commented in the first survey that it took some work to be able to relate their classroom instruction to students' youth apprenticeship experiences. A part of this was the need to reorient their frame of reference from their text and in-class activities to the activities and problems students were experiencing in local companies. In the second survey, the teachers indicated a fairly high level of competency in doing this (Item 8). However, their written comments on the first survey indicated they had to work at this.

As noted above, all of the competencies in this list received average ratings in the "important" to "very important" range. In other words, there are competencies that teachers who work with youth apprenticeship students need to have. These competencies should be addressed in programs that prepare the teachers to work with youth apprentices, or inservice existing teachers, to work with a new youth apprenticeship program.

Tables 14, 15 and 16 also contain information on the current level of competency reported by the teachers and the discrepancy between their current level and the importance of each competency. The data for the study was collected at the end of the school year; therefore, teachers had worked with youth apprentices for at least part of the year. A majority of teachers responding had 11 or more years of teaching experience.

Teachers reported excellent levels of competency in the areas of the ability to work with employers (3) and to understand the technical terms the youth apprentices used on the job (7). Comments on the initial survey indicated that teachers initially had to ask students about the technical terms they were using at their job site. Teachers indicated that they thought it was important that they be able to use these terms and relate them to their instruction. It appears that they were able to accomplish this. Areas in which the teachers reported the lowest level of competency were finding new job sites (15), developing job site mentors (12), and balancing what the state expects with what the job site can provide.

Table 14
Program Development Competencies Needed by Individuals Who Teach Students in Youth Apprenticeship Programs

COMPETENCY	Results: Importance MEAN	Importance SD	Your Current Level of Competency MEAN	Your Current Level of Competency SD
The Ability To:				
1. Understand the goals and requirements of the youth apprenticeship program.....	4.7@	.6@	4.1#	3.6#
2. Understand how business operates...	4.5	.7	4.1	.8
3. Work effectively with employers.....	4.7	.5	4.5	.6
4. Develop a knowledge of how my subject matter area relates to the competencies needed by workers in our community.....	4.5	.7	4.3	.5
5. Describe the typical tasks and activities done by employees who work with our youth apprentices at the job sites.....	4.1	.9	4.0	.7
6. Acquire new content knowledge and/ or skills that I need to teach to the youth apprentices in class.....	4.3	.8	4.0	.8
7. Understand the technical terms the youth apprentices use on-the-job.....	4.4	.8	4.5	.7

TOTAL N=32

@Means and standard deviations are based on the following response scale:

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

Means and standard deviations are based on the following response scale:

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

Table 15
Program Implementation Competencies Needed by Individuals Who Teach Students in Youth Apprenticeship Programs

COMPETENCY	Results: Importance MEAN	Importance SD	Your Current Level of Competency MEAN	Your Current Level of Competency SD
The Ability To:				
8. Relate my classroom activities, text readings, and assignments to the youth apprentices' jobs.....	4.5@	.7@	4.1#	.8#
9. Effectively use students' job experiences in classroom discussions and activities.....	4.4	.8	4.2	.8
10. Develop my students' job-related social skills.....	4.4	.8	4.1	.9
11. Communicate with job-site mentors.	4.5	.8	4.0	.8
12. Train/develop job-site mentors.....	4.0	1.2	3.1	1.1
13. Balance what the state expects with what the job site can provide.....	4.4	.9	3.5	1.0
14. Evaluate the competencies acquired by youth apprentices at their job sites.....	4.1	1.1	3.8	1.0
15. Find me job sites.....	4.1	1.2	3.1	1.1

TOTAL N=32

@Means and standard deviations are based on the following response scale:

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

Means and standard deviations are based on the following response scale:

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

Table 16
Program Coordination Skills Needed by Individuals Who Teach Students in Youth Apprenticeship Programs

COMPETENCY	Results: Importance MEAN	Importance SD	Your Current Level of Competency MEAN	Your Current Level of Competency SD
The Ability To:				
16. Manage my time effectively.....	4.5@	.7@	4.0#	.9#
17. Promote the program to students....	4.4	.8	4.0	1.0
18. Promote the program to parents.....	4.4	.8	3.6	.9
19. Effectively organize activities (apply organizational skills).....	4.5	.6	4.2	.8
20. Lead or facilitate a group (meeting).	4.0	.9	4.0	.8
21. Network with other school districts, businesses and organizations.....	4.2	.8	3.4	1.0
22. Work with technical college faculty and staff to deliver coursework, articulate credits, etc.....	4.4	.8	3.6	.9
23. Work with people who have different interests and goals.....	4.2	.9	3.9	1.0
24. Other.....	5.0	.0	4.0	1.4

TOTAL N=32

@Means and standard deviations are based on the following response scale:

1=NI=Not Important
2=SI=Slightly Important
3=MI=Moderately Important
4=I=Important
5=VI=Very Important

Means and standard deviations are based on the following response scale:

1=L=Low
2=NI=Needs Improvement
3=A=Adequate
4=G=Good
5=E=Excellent

Contrasting the teachers current level of competency, with the importance they placed on a competency, several potential areas for staff development and inservice activities were identified. The last column on Tables 14, 15 and 16 contains the difference between the current level and the importance placed on each competency. Any competency where this difference is .5 or more is an area that should be considered for inservice or staff development activities.

The competency with the largest discrepancy is finding new job sites (15). This competency was not rated as important as some of the others by the teachers; however, they also reported a noticeably lower level of competency. To some degree the level of competency in this area would depend upon how the local youth apprenticeship program was organized and managed. In some programs, teachers may not play a large role in finding new job sites. However, it is always helpful to have as many people as possible working on this task.

The next two competencies with the largest discrepancies were "balance what the state expects with the characteristics of the job site" (13), and "train/develop job-site mentors" (12). To a degree, these two are intertwined since the quality of the mentors will have an impact on the learning of the youth apprentices.

The discrepancy value for "communicate with job site mentors" was also in the significant range. This would appear to correlate with the competency on developing job site mentors. If teachers understand the role and responsibilities of mentors more completely, they would be able to assist the mentors with their work and communicate with them more effectively.

Two of the competencies which had a discrepancy of .8 were concerned with working with other schools, organizations, and companies. Working with technical college faculty and staff to deliver coursework and articulate credits had a high importance rating and one of the higher discrepancy ratings. Also, networking with school districts, business and organizations was important and had a high discrepancy rating. It may be possible to provide one staff development activity that will build these competencies. Technical college faculty are more experienced in working with companies and could help facilitate developing this competency. At the same time, high school instructors will become more familiar with technical college faculty members and the environment in which they work.

There was also a fairly high discrepancy value for "promote the program to parents" (18). Teachers appeared to feel more at ease with promoting the program to students as contrasted with promoting it to their parents.

Although teachers reported a "good" level of understanding of the goals and requirements of the youth apprenticeship program there was still a moderately high discrepancy value. A part of this may have been caused by the high rating given to the importance of this competency. However, it would appear to be worthwhile to explore to see if there is a need for further staff development in this area. This competency is the key to promoting the program to students, parents and local companies.

Time management was also identified as an area in which could use more input. They identified this as an important competency and their average competency level was in the good range. However, the written comments on the initial survey indicated that the extra challenges and activities associated with youth apprenticeship programs created more demands on their time and schedule. Therefore, effective time management techniques would be very useful to them.

Teacher Demographics

A majority of the teacher respondents indicated that they worked for a school district. (See Table 17) The next most common responses were business/industry and technical college with 22 percent and 19 percent respectively.

The positions held by the teachers are identified in Table 18. More than two-thirds of the teachers indicated they were academic or vocational teachers.

A majority of the teachers responded that they had eleven or more years of experience in education. Only one had less than one year of experience in education. Overall, the group had a considerable amount of experience in education.

Summary

Teachers identified a set of competencies that appear to be valid. However, the sample is small. Thus, the list should be used as a starting point.

Table 17
Employers of Youth Apprenticeship Program Teachers

Employer	N	%
Business/Industry	7	22
CESA	0	0
Chamber of Commerce	1	3
School District	17	53
Technical College	6	19
Other	1	3
OMITS	1	3
TOTALS	33	103

N=32

There may be more than 100 percent because of multiple responses.

Table 18
Current Position of Youth Apprenticeship Program Teachers

Current Position	N	%
Counselor	1	3
Local Vocational Education Coordinator (LVEC and/or STW Coordinator)	3	9
Teacher (Academic Area)	17	53
Teacher (Vocational Area)	5	16
Other	7	22
OMITS	1	3
TOTALS	34	106

N=32

There may be more than 100 percent because of multiple responses.

Table 19
Years of Educational Experience of Teachers of Youth Apprenticeship Programs

Years of Education Experience	N	%
Less Than 1 Year	1	3
1-2 Years	4	13
3-5 Years	4	13
6-10 Years	5	16
11-20 Years	7	22
21 or More Years	10	31
OMITS	1	1
TOTALS	32	99

N=32

Appendix A
First Round Survey

Coordinating and Supervising Youth Apprenticeship Programs

Directions: Use your experiences working with youth apprenticeship programs to respond to the following questions. You do not need to spend a lot of time on each question. Record the two or three things that come to mind first after you read each question. If you would like to share a copy of this survey with others who work with youth apprenticeship programs in your schools, feel free to make copies and have them respond. Enclose their responses with yours in the business reply envelope provided.

1. What competencies did you have to develop as you designed and initiated your youth apprenticeship program?

2. What special competencies were required to work with employers as you initiated and implemented your youth apprenticeship program?

3. What special competencies were required to recruit and select students for youth apprenticeships?

4. What special competencies were required to supervise students as they participated in their youth apprenticeship activities on the job?

5. What special competencies were required to evaluate the performance of youth apprenticeship students?

6. What competencies did teachers who work with youth apprentices have to develop?

Thank you for responding. Please return in the enclosed envelope, or fax to (715) 232-1985.

4/15/97

Teaching Youth Apprentices

Directions: Use your experiences teaching students in youth apprenticeship programs to respond to the following questions. You do not need to spend a lot of time on each questions. Record the two or three things that come to mind first after you read each question.

1. What additional knowledge, skills and competencies did you have to develop in order to teach youth apprentices?

2. What knowledge, skills and competencies did you have to refine or expand?

Thank you for responding. Please return in the enclosed envelope, or fax to (715) 232-1985.

Appendix B

Second Round Survey for Coordinators

(Based on responses to the first round survey.)

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

May 22, 1997

Recently you received a brief survey on the competencies needed by coordinators of youth apprenticeship programs. The responses to this survey have been used to identify a list of competencies. These competencies are included in the enclosed survey.

You can provide valuable information that will help teacher educators develop courses and workshops related to these competencies. Please use your experiences with your youth apprenticeship program to respond to the enclosed survey. It should take no longer than ten minutes to complete this survey. The results will be shared with teacher education departments in Wisconsin, DPI, Department of Workforce Development, and the State Technical College Board Staff.

All responses will be anonymous. Return the enclosed form to confirm that you have mailed the completed survey. A separate business reply envelope is provided for this form. Also, if you would like to receive a summary of the results, indicate this on the form.

I am also enclosing two teacher surveys. Please give these to teachers who have worked with your youth apprentices. If you have more than two teachers who can respond, please make more copies of the survey.

Your participation in this survey is appreciated. If you have any questions, you can contact me at (715) 232-1382.

Sincerely yours,

Orville Nelson, Director
Center for Vocational, Technical
and Adult Education
UW-Stout
Student Health Center Building
103 - 1st Avenue West
Menomonie, WI 54751

mw

Enclosures: Survey (1)
Business Reply Envelopes (2)
Teacher Surveys and Business Reply Envelopes (2)

Youth Apprenticeship
Program Management Skills

DIRECTIONS: Use your experience with youth apprenticeship programs as the basis for answering the following questions. Respond twice to each question. In column **A**, indicate how important each competency is to a person who directs, or coordinates, a youth apprenticeship program. In column **B**, indicate your current level of skill in each competency area.

Use the following responses:

A. Importance

1 = NI = Not Important
2 = SI = Slightly Important
3 = MI = Moderately Important
4 = I = Important
5 = VI = Very Important

B. Your Current Level of Skill

1 = L = Low
2 = NI = Needs Improvement
3 = A = Adequate
4 = G = Good
5 = E = Excellent

COMPETENCY	A. Importance					B. Your Competency Level				
	NI	SI	MI	I	VI	L	NI	A	G	E
	1	2	3	4	5	1	2	3	4	5
The Ability to--										
1. complete the Wisconsin Youth Apprenticeship program application process.	1	2	3	4	5	1	2	3	4	5
2. apply child labor laws. (knowledge of child labor laws).	1	2	3	4	5	1	2	3	4	5
3. apply youth apprenticeship program guidelines and goals to our program	1	2	3	4	5	1	2	3	4	5
4. revise our current program to meet youth apprenticeship requirements.	1	2	3	4	5	1	2	3	4	5
5. promote the program to students.	1	2	3	4	5	1	2	3	4	5
6. promote the program to our teachers, counselors and administrators	1	2	3	4	5	1	2	3	4	5
7. promote the program to parents	1	2	3	4	5	1	2	3	4	5
8. sell or recruit employers to participate in a youth apprenticeship program.	1	2	3	4	5	1	2	3	4	5
9. take initiative in contacting and asking businesses to participate (make cold calls) . . .	1	2	3	4	5	1	2	3	4	5
10. understand the terms and language used in business and industry.	1	2	3	4	5	1	2	3	4	5
11. learn the technical terms used in my youth apprenticeship areas.	1	2	3	4	5	1	2	3	4	5
12. understand how business operates	1	2	3	4	5	1	2	3	4	5
13. balance what the state expects with what the worksite can provide	1	2	3	4	5	1	2	3	4	5
14. train/develop job site mentors	1	2	3	4	5	1	2	3	4	5
15. manage my time effectively	1	2	3	4	5	1	2	3	4	5

. . . Over . . .

COMPETENCY	A. Importance					B. Your Competency Level				
	NI	SI	MI	I	VI	L	NI	A	G	E
	1	2	3	4	5	1	2	3	4	5
The Ability to--										
16. effectively organize activities (apply organizational skills).	1	2	3	4	5	1	2	3	4	5
17. lead or facilitate a group (meeting).	1	2	3	4	5	1	2	3	4	5
18. budget financial resources.	1	2	3	4	5	1	2	3	4	5
19. network with other school districts, businesses and organizations.	1	2	3	4	5	1	2	3	4	5
20. work with technical college faculty and staff to deliver coursework, articulate credits, etc . .	1	2	3	4	5	1	2	3	4	5
21. interpret local labor market statistics to determine employer needs.	1	2	3	4	5	1	2	3	4	5
22. develop a vocational curriculum	1	2	3	4	5	1	2	3	4	5
23. involve an advisory committee in making curriculum and program decisions.	1	2	3	4	5	1	2	3	4	5
24. evaluate the effectiveness of the program . . .	1	2	3	4	5	1	2	3	4	5
25. work with people who have different interests and goals	1	2	3	4	5	1	2	3	4	5
26. other_____	1	2	3	4	5	1	2	3	4	5

• Some demographic information--

27. Which of the following best describes your employer?

_____ 1. Business/Industry
_____ 2. CESA
_____ 3. Chamber of Commerce
_____ 4. School District
_____ 5. Technical College
_____ 6. Other_____

28. What job, or work experience, do you have in education? (Check all that apply)

_____ 1. Administrator
_____ 2. Counselor
_____ 3. Local Vocational Education Coordinator (LVEC and/or STW Coordinator)
_____ 4. Teacher - Academic Area
_____ 5. Teacher - Vocational Area
_____ 6. Other_____

29 How many years have you worked in education?

_____ 1. Less than 1 Year
_____ 2. 1-2 Years
_____ 3. 3-5 Years
_____ 4. 6-10 Years
_____ 5. 11-20 Years
_____ 6. 21 or More Years

Thank you for responding. Please return to Orville Nelson at UW-Stout, Menomonie, WI 54751

8/21/97

YOUTH APPRENTICESHIP SURVEY

Response Confirmation Form

Directions: After you have mailed your completed survey, complete this form and return it in a separate business reply envelope, or fax, to the number noted below.

Name _____ **Date** _____

Address _____

School/Organization _____

City _____ **State**_____ **ZIP**_____

If you want a summary of the results, check the box below.

☐ Check for a summary report.

Return to: Orville Nelson
UW-Stout
Menomonie, WI 54751

or fax to: (715) 232-1985

8/21/97

YOUTH APPRENTICESHIP SURVEY

Response Confirmation Form

Directions: After you have mailed your completed survey, complete this form and return it in a separate business reply envelope, or fax, to the number noted below.

Name _____ **Date** _____

Address _____

School/Organization _____

City _____ **State**_____ **ZIP**_____

If you want a summary of the results, check the box below.

☐ Check for a summary report.

Return to: Orville Nelson
UW-Stout
Menomonie, WI 54751

-43- or fax to: (715) 232-1985

Appendix C
Second Round Survey for Teachers

University of Wisconsin-Stout
Menomonie, Wisconsin 54751-0790

May 22, 1997

Dear Educator:

The attached survey is based on feedback from teachers who have worked with students in a youth apprenticeship program. Use your experiences with students in youth apprenticeship programs to respond to this survey.

The results from the survey will be shared with teacher education programs in Wisconsin. At UW-Stout, the results will be used to modify courses and develop workshops for teachers.

Your response will be anonymous. You do not need to place your name on the survey. Return your survey in the attached business reply envelope.

Your feedback is appreciated. Best wishes for a pleasant summer.

Sincerely yours,

Orville Nelson

Orville Nelson, Director
Center for Vocational, Technical
and Adult Education
UW-Stout
Student Health Center Building
103 - 1st Avenue West
Menomonie, WI 54751

Attachment

Youth Apprenticeship

Teacher Competencies

DIRECTIONS: Use your experience with youth apprenticeship programs as the basis for answering the following questions. Respond twice to each question. In column A, indicate how important each competency is to a person who teaches youth apprentices. In column B, indicate your current level of skill in each competency area.

Use the following responses:

A. Importance

1 = NI = Not Important
2 = SI = Slightly Important
3 = MI = Moderately Important
4 = I = Important
5 = VI = Very Important

B. Your Current Level of Skill

1 = L = Low
2 = NI = Needs Improvement
3 = A = Adequate
4 = G = Good
5 = E = Excellent

COMPETENCY	A. Importance					B. Your Competency Level				
	NI	SI	MI	I	VI	L	NI	A	G	E
	1	2	3	4	5	1	2	3	4	5
The Ability to--										
1. understand the goals and requirements of the youth apprenticeship program.	1	2	3	4	5	1	2	3	4	5
2. understand how business operates.	1	2	3	4	5	1	2	3	4	5
3. work effectively with employers	1	2	3	4	5	1	2	3	4	5
4. develop a knowledge of how my subject matter area relates to the competencies needed by workers in our community	1	2	3	4	5	1	2	3	4	5
5. describe the typical tasks and activities done by employees who work with our youth apprentices at the job sites	1	2	3	4	5	1	2	3	4	5
6. acquire new content knowledge and/or skills that I need to teach to the youth apprentices in class	1	2	3	4	5	1	2	3	4	5
7. understand the technical terms the youth apprentices use on-the-job.	1	2	3	4	5	1	2	3	4	5
8. relate my classroom activities, text readings, and assignments to the youth apprentices' jobs.	1	2	3	4	5	1	2	3	4	5
9. effectively use students' job experiences in classroom discussions and activities	1	2	3	4	5	1	2	3	4	5
10. develop my students' job-related social skills. . .	1	2	3	4	5	1	2	3	4	5
11. communicate with job-site mentors	1	2	3	4	5	1	2	3	4	5
12. train/develop job-site mentors.	1	2	3	4	5	1	2	3	4	5
13. balance what the state expects with what the job site can provide.	1	2	3	4	5	1	2	3	4	5
14. evaluate the competencies acquired by youth apprentices at their job sites.	1	2	3	4	5	1	2	3	4	5
15. find more job sites	1	2	3	4	5	1	2	3	4	5

. . . over . . .

COMPETENCY	A. Importance					B. Your Competency Level				
	NI	SI	MI	I	VI	L	NI	A	G	E
	1	2	3	4	5	1	2	3	4	5
The Ability to--										
16. manage my time effectively.	1	2	3	4	5	1	2	3	4	5
17. promote the program to students	1	2	3	4	5	1	2	3	4	5
18. promote the program to parents.	1	2	3	4	5	1	2	3	4	5
19. effectively organize activities (apply organizational skills).	1	2	3	4	5	1	2	3	4	5
20. lead or facilitate a group (meeting).	1	2	3	4	5	1	2	3	4	5
21. network with other school districts, businesses and organizations	1	2	3	4	5	1	2	3	4	5
22. work with technical college faculty and staff to deliver coursework, articulate credits, etc . . .	1	2	3	4	5	1	2	3	4	5
23. work with people who have different interests and goals	1	2	3	4	5	1	2	3	4	5
24. other_____	1	2	3	4	5	1	2	3	4	5

• Some demographic information--

25. Which of the following best describes your employer?

_____ 1. Business/Industry
_____ 2. CESA
_____ 3. Chamber of Commerce
_____ 4. School District
_____ 5. Technical College
_____ 6. Other_____

26. Which of the following best describes your current position?

_____ 1. Counselor
_____ 2. Teacher - Academic Area
_____ 3. Teacher - Vocational Area
_____ 4. Teacher - Technical College
_____ 5. Other_____

27. How many years have you worked in education?

_____ 1. Less than 1 Year
_____ 2. 1-2 Years
_____ 3. 3-5 Years
_____ 4. 6-10 Years
_____ 5. 11-20 Years
_____ 6. 21 or More Years

Thank you for responding. Please return to Orville Nelson at UW-Stout, Menomonie, WI 54751